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ABSTRACT

This document is part 1 of the workbook for grade 4 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Seventy-three performance objectives are included in this part of the grade 4 workbook, designed to develop computational skills with whole numbers, fraction skills, measurement skills, and problem solving. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

A Cyclical Mathematics Curriculum



NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

Workbook Part I

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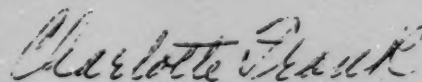
FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.



Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

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Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

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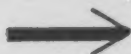
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Fill in the missing numbers for examples 1-5.

Add



1	6	7
1	0	1
2	6	8



1.

1	6	7
1	0	1



2.

1	0	
4	3	7
	3	8

3.

	1	
7		8
10	2	12



4.

4		8
	0	
8		12



5.

2		
3		13
5		15

NAME: _____

CLASS: _____

DATE: _____

Break the code and read the riddle.

Private Eye

5	7
+4	+4
9	11
D	O

8	9	11
+4	+2	+3

2	6	8	0
+0	+4	+3	+1

1	0	1	6
+0	+4	+5	+2

7	8	12
+5	+3	+2

11	10	10	12
+5	+1	+9	+6

11	11	10	10	9
+7	+6	+8	+3	+3

2	5	3	11
+6	+2	+2	+7

11	6	10
+1	+5	+4

13	7	3	7	5
+6	+1	+3	+3	+4

11	1
+3	+2

20
+0

12	4	12	11
+0	+7	+2	+2

10	6	1
+6	+0	+2

W	K	P	H	M	A	i	T	D	N	O	Y	R	U	F	L	V	E	S	?
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

NAME: _____

CLASS: _____

DATE: _____

Break the code and read the riddle.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
?	M	K	L	S	D	C	W	Y	U	E	N	F	T	I	R	O	H	A

W	H	E	R	E
7	17	10	15	10
-1	-1	-5	-10	-9
6	16	5	5	1

-1	-9	-10
5	9	1

-1	-8	-8
7	8	1

-8	-3	-3	-10	-2	-2
10	0	4	8	6	2

-4	-7	-3	-2
3	7	8	3

-1	-7	-4	-9	-3
0	9	7	1	5

-5	-9	-2	-5
2	8	8	6

-8	-6	-4
0	10	5

-0	-8	-5	-1
3	8	11	1

-3	-4	-7
9	12	8

-9	-9
5	4

-0
0

-8	-6
6	5

-7	-8	-0
6	9	10

-5	-8	-0	-8	-3	-4	-8	-5	-9	-0
0	6	6	5	11	12	3	13	6	8

PRIVATE EYE



Fill in the number that is needed to complete each magic square.

(1.)+

6	1	8
7	5	3
2	9	4

(2.)+

7	12	5
6		10
11	4	9

(3.)+

9	2	7
4		8
5	10	3

(4.)+

3	8	
2	4	6
7	0	5

(5.)+

8	7	12
13	9	
6	11	10

(6.)+

11	12	7
6	10	14
	8	9

Solve:

7. Jenny has 3 different coins in her hand. The total value of the coins is \$.40. What are the coins?
8. The sum of two consecutive odd numbers is 16. What are the two numbers?
9. Mary has five coins that total \$.57. What are the coins?
10. The sum of 3 consecutive numbers is 18. What are the numbers?

WHAT NUMBER AM I?

1. I am a three digit number.
I am an even number.
All three digits are the same.
The sum of my digits is 12

What number am I? _____

2. I am a two digit number.
My digits are consecutive.
I am an odd number.
The sum of my digits is 5.

What number am I? _____

3. My number is odd.
I am a three digit number.
I read the same, forward and
backwards.
The sum of my digits is 2.

What number am I? _____

4. I am a two digit number.
Both my digits are consecutive.
The sum of my two
digits is 11.
I am an even number.

What number am I? _____

5. I am a three digit number.
All three digits are consecutive.
The sum of my digits is 9.

What number am I? _____

6. I am a three digit number.
I am even.
I read the same forward
and backwards.
The sum of my digits is 5.

What number am I? _____

7. I am a two digit number.
The sum of my digits is 17.
I am an even number.

What number am I? _____

8. I am a four digit number.
All four digits are consecutive.
I am an even number.
The sum of my digits is 10.

What number am I? _____

NAME: _____ CLASS: _____ DATE: _____

Fill in the number needed to complete each multiplication magic square.

1.

2	3	3
3	6	1
3	1	6

2.

12	2	1
1	3	
2	4	3

3.

3	4	
2	1	6
2	3	2

4.

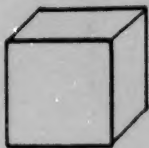
4	12	2
6	2	8
4	4	

Solve.

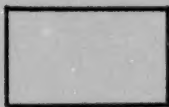
5. The sum of the digits of a two digit number is 9.
The product of the two digit is 20. The number is odd.
What is the number? _____.
6. The digits of a three digit number are consecutive. The sum
of the three digits are the same as their product. What is
the number? _____.
7. The sum of the digit of a two digit number is 7.
The numbers are consecutive and their product is 12.
What is the number? _____.
8. The digits of a three digit number are consecutive even numbers.
The sum of two of the digits is equal to two times the other
digit. What is the number? _____.

NAME: _____ CLASS: _____ DATE: _____

1. Circle the rectangular solid.



a.



b.



c.



d.

2. A cube is made up of _____ squares.

3. Circle the cylinder.



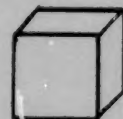
a.



b.



c.



d.

4. Circle the cones.



a.



b.



c.

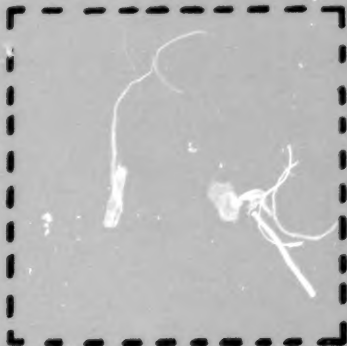


d.

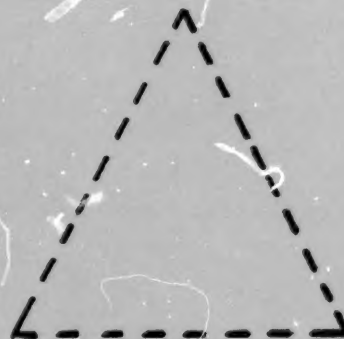
Continued on the next page.

NAME: _____ CLASS: _____ DATE: _____

5. Cut out and trace 1

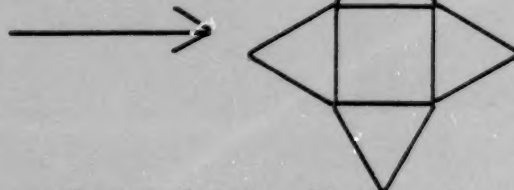


Cut out and trace 4



Attach the shorter (2 inch) side of a triangle to a side of the square. Do this for 4 triangles.

Your shape should look like this.



Bring points of triangles together and tape all the edges.

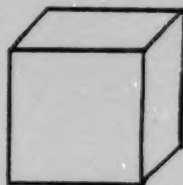
6. Name the figure you have just constructed.

7. Name the correct figure.

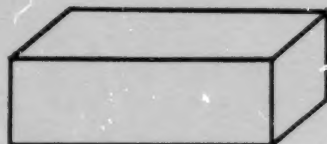
- a) A box is shaped like a _____.
- b) A can is shaped like a _____.
- c) A tent is shaped like a _____.

NAME: _____ CLASS: _____ DATE: _____

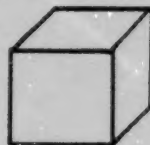
1. Use a crayon to color 1 face of this cube.



2. Use a crayon to show 3 edges of this rectangular solid.



3. Circle 4 vertices of this figure.



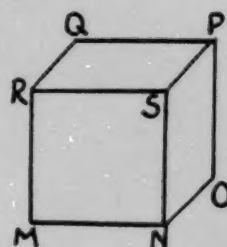
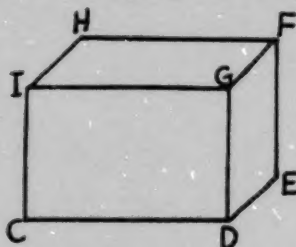
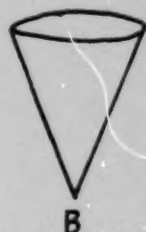
4. Draw a cone. Place a colored dot at the vertex.

5. True or False:

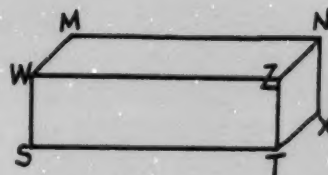
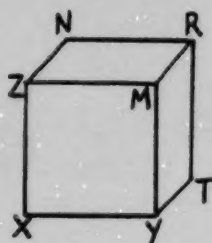
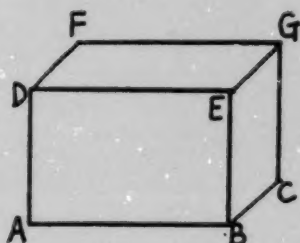
- a) There is one face on a cube. _____
- b) A cone has 5 edges. _____
- c) A cylinder has no edges. _____
- d) A cylinder has no vertices. _____

Continued on the next page.

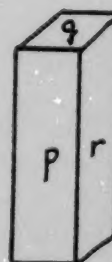
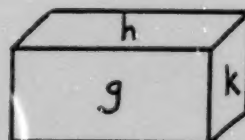
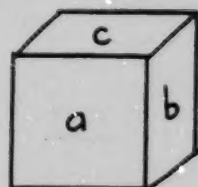
6. Name all the vertices that you see:



7. Name all the edges that you see:



8. Name all the faces that you see:



NAME: _____ CLASS: _____ DATE: _____

(1) Indicate the frequency next to each tally.

<u>Tally</u>	<u>Frequency</u>	<u>Tally</u>	<u>Frequency</u>
111	—	~~111~~ ~~111~~	—
~~111~~	—	~~111~~ ~~111~~ 111	—
~~111~~ 11	—	~~111~~ ~~111~~ ~~111~~	—

(2) Fill in the missing items for each table of data.

Times we played ball	Tally	Frequency	Times it showed	Tally	Frequency
March	1111		December		4
April	~~111~~ 111		January		6
May	~~111~~ ~~111~~		February	~~111~~ ~~111~~	

Absent	Tally	Frequency	TV Watching	Tally	Frequency
Martha	111		1st Week		6
Ivan	~~111~~ 111		2nd Week	1111	
Lesley		6	3rd Week		7

(3) It rained 3 days in October, 7 days in November, 11 days in December. Use this table to tally the days that it rained and the frequency.

Rainy Days	Tally	Frequency
October		
November		
December		

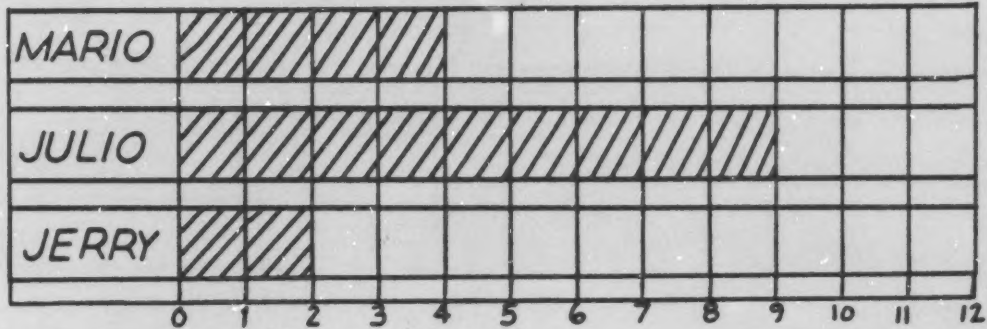
P.O. _____

NAME: _____

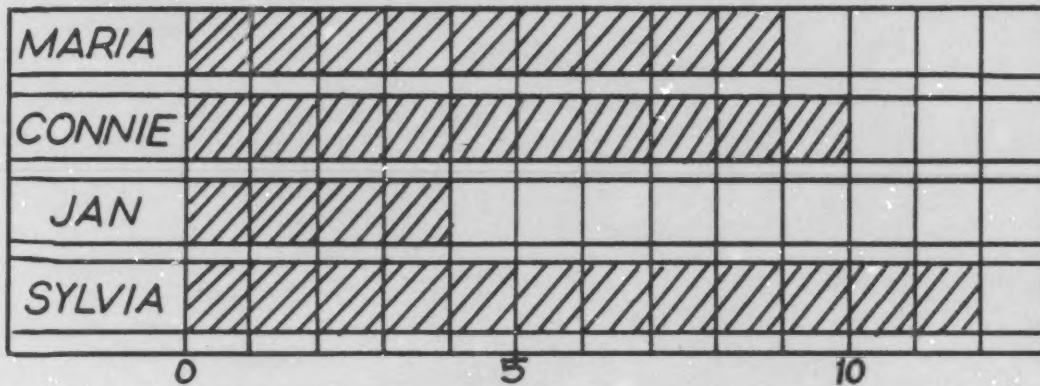
CLASS: _____

DATE: _____

(I) Use the graph to answer the questions.



- How many hits did Mario have? 4.
- How many hits did Julio have? _____
- Jerry had _____ hits.
- Who had the least number of hits? _____



- Who read the most books? _____
- How many books were read altogether? _____
- How many more books did Maria read than Jan? _____

Continued on the next page.

NAME: _____ CLASS: _____ DATE: _____

II Complete this graph using the information given.

COLOR NO OF STUDENTS CHOOSING EACH COLOR

0 3 6 9 12

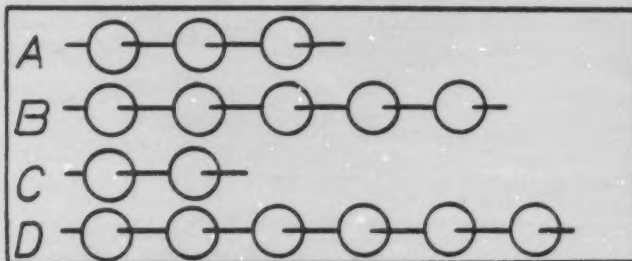
For the art project, 5 students chose red paper, 7 chose blue,
3 chose yellow, 8 chose green.

With your crayons, show the number of students who chose each color.

NAME: _____ CLASS: _____ DATE: _____

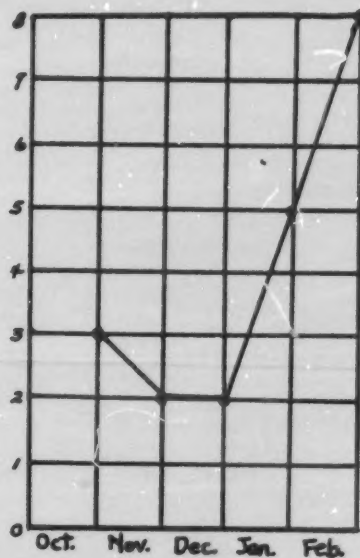
- I. Use this chart to answer the questions.
 II. Use the graph to answer the questions.

I



- (a) Which row has the most beads? D
 (b) Which row has the least? _____
 (c) How many more beads are in the second row than the first? _____
 (d) How many beads were used altogether? _____

II

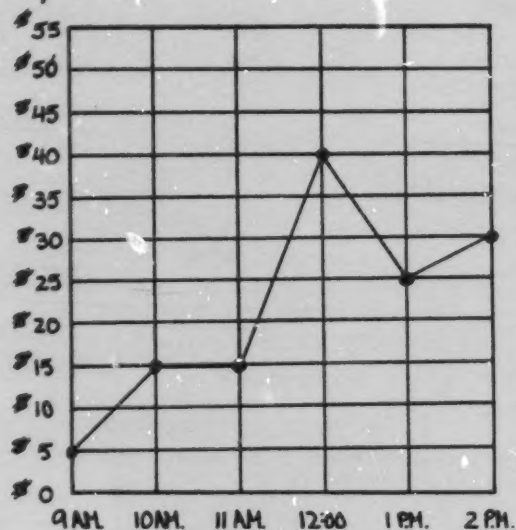


Games Won
in Gym

1.

- (a) How many games were won in October? _____
 (b) In what months did we win the same number of games? _____
 (c) In what month did we win the least amount of games? _____
 (d) When did we win the most games? _____
 (e) How many games did we win in all? _____

Money Earned in Cake Sale



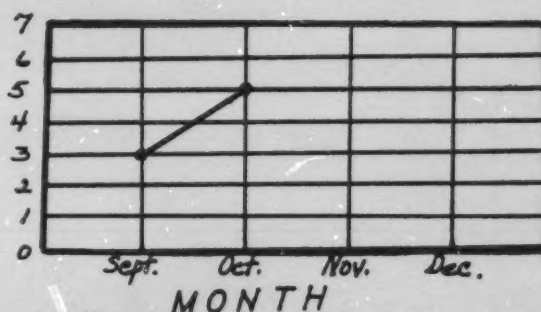
2.

- When did we sell the least amount of cake? _____
- When did we sell the most? _____
- At what times did we earn the same? _____
- Where was the greatest increase in sales? _____
- At what time did sales decrease? _____

NAME: _____ CLASS: _____ DATE: _____

Construct a line graph for each table of data.

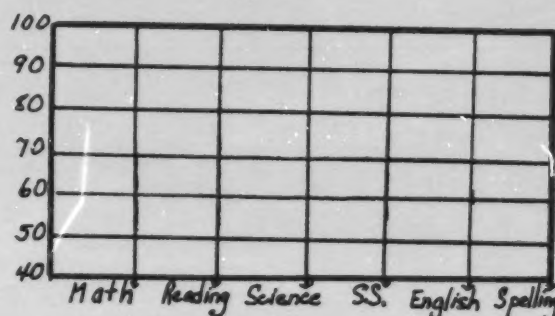
(1.)

GAMES
WON

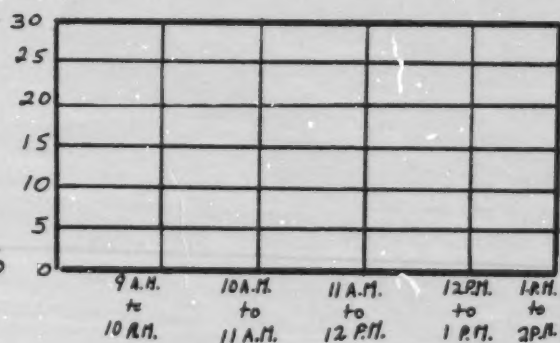
Month	Games Won
Sept.	3
Oct.	5
Nov.	2
Dec.	6

(2.)

SCORE



(3.)

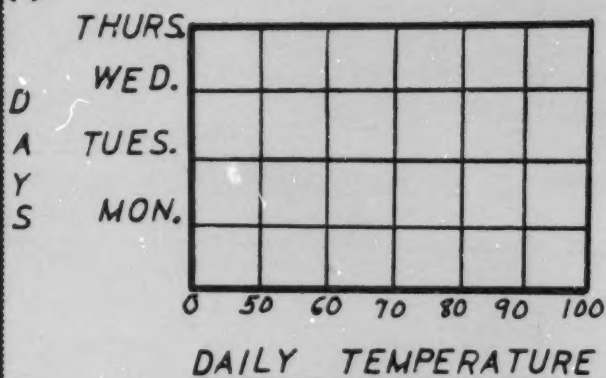
NUMBER
OF
COOKIES
SOLD

Continued on the next page.

NAME: _____ CLASS: _____ DATE: _____

Directions: Construct a line graph for each table of data.

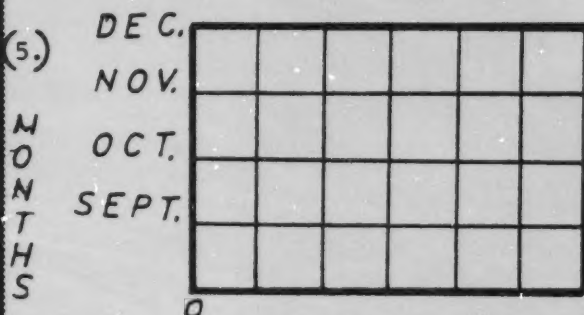
(4.)



DATA

Day	Temperature
Monday	80
Tuesday	65
Wednesday	75
Thursday	69

(5.)



DATA

Month	Books to be read
Sept.	
Oct.	
Nov.	
Dec.	

This set of data shows the number of books (1-6), you plan to read each month.

Enter that number, and show on line graph.

Complete the graph.

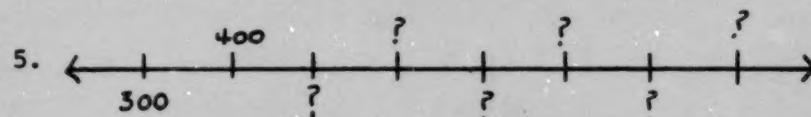
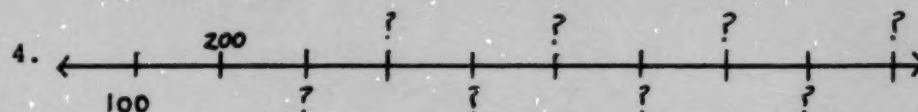
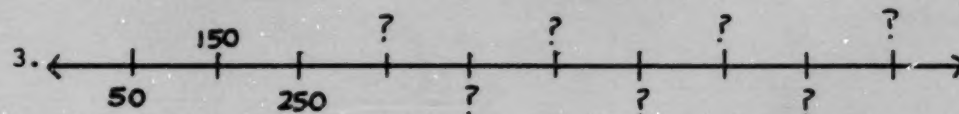
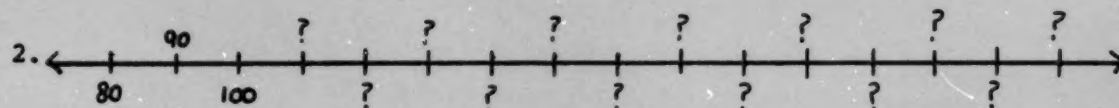
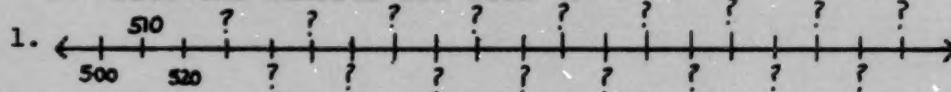
P.O. 4.14.02.01

NAME: _____ CLASS: _____ DATE: _____

Match column A with column B.

<u>Column A</u>	<u>Column B</u>
1. 10¢	a. ten dollars
2. \$10.00	b. one hundred dollars
3. \$100.00	c. one thousand dollars
4. \$1000	d. ten meters
5. 10 meters	e. ten cents
6. 100 kilometers	f. ten centimeters
7. 10 centimeters	g. ten millimeters
8. 10 millimeters	h. one hundred kilometers

I. Write the numeral for each "?"

II. Find the numeral for the . Make each sentence true.

6. $500 = 400 + \text{$

7. $800 = 500 + \text{$

8. $400 = 300 + \text{$

9. $1000 = 900 + \text{$

10. $600 = 600 + \text{$

III. Write $>$ or $<$ in the .

11. $710 \text{ } 800$

15. $190 \text{ } 90$

12. $900 \text{ } 400$

13. $530 \text{ } 450$

14. $350 \text{ } 230$

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

I Read each numeral. Write the words that you say.

I.

a) 2,340 = _____

b) 6,034 = _____

c) 8,250 = _____

d) 604 = _____

e) 6,091 = _____

f) 4,008 = _____

g) 9,286 = _____

h) 1,010 = _____

Continued on the next page.

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Match column I with column II

II

Column IColumn II

- | | |
|---|-------|
| 1. five thousand, six hundred
twenty two | 9,003 |
| 2. $4,000 + 600 + 30 + 5$ | 4,635 |
| 3. three thousand, thirty-three | 7,007 |
| 4. nine thousand, three | 7,070 |
| 5. seven thousand seventy | 5,622 |
| 6. seven thousand seven | 3,033 |

NAME: _____ CLASS: _____ DATE: _____

Use the place value charts to answer the questions.

1.

Ten Thousands	Thousands	Hundreds	Tens	Ones
1	2	4	6	8

a) Which digit is in the hundreds place? 4b) Which digit is in the tens place? 6

2.

Ten Thousands	Thousands	Hundreds	Tens	Ones
3	6	9	8	0

a) Which digit is in the ones place? _____

b) Which digit is in the tens thousands place? _____

3.

Ten Thousands	Thousands	Hundreds	Tens	Ones
9	3	0	6	7

a) Which digit is in the thousands place? _____

b) Which digit is in the tens place? _____

4.

Ten Thousands	Thousands	Hundreds	Tens	Ones
5	2	1	7	8

a) Which digit is in the ten thousands place? _____

b) Which digit is in the thousands place? _____

Place value (continued)

5.

Ten Thousands	Thousands	Hundreds	Tens	Ones
7	2	5	4	1

a) Which digit is in the hundreds place? _____

b) Which digit is in the ten thousands place? _____

6.

Ten Thousands	Thousands	Hundreds	Tens	Ones
6	0	2	1	9

a) Which digit is in the thousands place? _____

b) Which digit is in the tens place? _____

NAME: _____ CLASS: _____ DATE: _____

Write in expanded form.

1. 234,781 = 2 hundred thousands + 3 ten thousands +
4 thousands + 7 hundreds + 8 tens + ones.

2. 512,348 = _____ hundred thousands + _____ ten thousands +
_____ thousands + _____ hundreds + _____ tens + _____ ones.

3. 679,542 = _____ hundred thousands + _____ ten thousands +
_____ thousands + _____ hundreds + _____ tens + _____ ones.

4. 489,012 = _____ hundred thousands + _____ ten thousands +
_____ thousands + _____ hundreds + _____ tens + _____ ones.

5. 180,437 = _____ hundred thousands + _____ ten thousands +
_____ thousands + _____ hundreds + _____ tens + _____ ones.

6. 234,781 = _____ hundred thousands + _____ ten thousands +
_____ thousands + _____ hundreds + _____ tens + _____ ones.

7. 347,182 = 300,000 + 40,000 + 7,000 + _____ +
_____ + _____.

8. 548,963 = _____ + 40,000 + _____ + _____ + _____ +
_____.

9. 988,421 = 900,000 + 80,000 + _____ + _____ + _____ +
_____.

10. 123,607 = _____ + _____ + _____ + _____ + _____ +
_____.

NAME: _____ CLASS: _____ DATE: _____

Write in standard form.

1. 7 hundred thousands + 6 ten thousands + 2 thousands +

4 hundreds + 2 tens + 1 one = 762,421.

2. 8 hundred thousands + 5 ten thousands + 1 thousands +

3 hundreds + 8 tens + 9 ones = _____.

3. 4 hundred thousands + 2 ten thousands + 9 thousands +

8 hundreds + 6 tens + 2 ones = _____.

4. 5 hundred thousands + 3 ten thousands + 2 thousands +

1 hundred + 2 tens + 4 ones = _____.

5. 6 hundred thousands + 1 ten thousand + 8 thousands +

5 hundreds + 8 tens + 7 ones = _____.

6. 600,000 + 20,000 + 7,000 + 700 + 60 + 4 = _____.

7. 900,000 + 10,000 + 6,000 + 900 + 80 + 1 = _____.

8. 100,000 + 30,000 + 5,000 + 200 + 70 + 5 = _____.

NAME: _____ CLASS: _____ DATE: _____

Write in standard form.

9. $200,000 + 40,000 + 6,000 + 700 + 90 + 2 =$ _____.

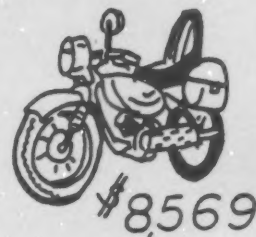
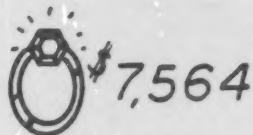
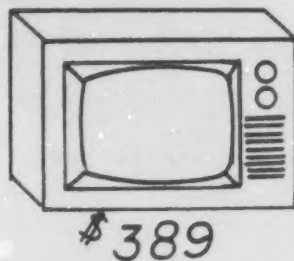
10. $400,000 + 50,000 + 9,000 + 200 + 40 + 6 =$ _____.

11. $300,000 + 9,000 + 40 + 6 =$ _____.

12. $100,000 + 20,000 + 700 + 20 + 1 =$ _____.

NAME: _____ CLASS: _____ DATE: _____

Directions: Round the prices to find out who bought each item.



I spent
about
\$7,600



Judy

I spent
about
\$8,700



Bill

I spent
about
\$8,600



John

I spent
about
\$400



Sally

I spent
about
\$300



Jill

What did Judy buy? _____

Who bought the motorcycle? _____

What did Bill Buy? _____

Who bought the T.V.? _____

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

1. Round these numbers to the nearest thousand.
2. Write "true" for numbers that are rounded to nearest thousand and "false" for those that are not.

① 5,321 rounds to <u>5,000</u>	4,018 rounds to _____	3,551 rounds to _____
5,921 rounds to _____	4,612 rounds to _____	3,575 rounds to _____
13,421 rounds to _____	24,572 rounds to _____	81,918 rounds to _____

②
 4,391 rounds to 4,000 _____
 5,583 rounds to 5,000 _____
 7,821 rounds to 7,000 _____
 7,821 rounds to 8,000 _____

③
 A new car cost \$8,941
 About how many thousands of dollars is this? _____
 (Hint: Round to nearest thousand.)

A stereo cost \$1,031. About how many thousand of dollars is this? _____

A house cost \$65,999. About how many thousand of dollars is this?

NAME: _____ CLASS: _____ DATE: _____

1. Solve these problems.
2. Round each number to nearest thousand.

1. 9,316 people were at the parade. About how many thousands of people were there? <u>9,000</u>	4,394 pencils were ordered. About how many hundreds of pencils were there? _____																
25,624 people attended the rally. Estimate the number of people to the nearest thousand. _____	A house cost \$69,123. Estimate the cost by rounding to the nearest thousand. _____																
2. <table style="width: 100%;"> <tr> <td style="width: 50%;">5,916 _____</td> <td style="width: 50%;">6,112 _____</td> </tr> <tr> <td>4,346 _____</td> <td>7,024 _____</td> </tr> <tr> <td>15,891 _____</td> <td>8,991 _____</td> </tr> <tr> <td>25,216 _____</td> <td>72,041 _____</td> </tr> <tr> <td>27,816 _____</td> <td>83,741 _____</td> </tr> <tr> <td>34,912 _____</td> <td>62,891 _____</td> </tr> <tr> <td>32,012 _____</td> <td>74,816 _____</td> </tr> <tr> <td>47,231 _____</td> <td>72,019 _____</td> </tr> </table>		5,916 _____	6,112 _____	4,346 _____	7,024 _____	15,891 _____	8,991 _____	25,216 _____	72,041 _____	27,816 _____	83,741 _____	34,912 _____	62,891 _____	32,012 _____	74,816 _____	47,231 _____	72,019 _____
5,916 _____	6,112 _____																
4,346 _____	7,024 _____																
15,891 _____	8,991 _____																
25,216 _____	72,041 _____																
27,816 _____	83,741 _____																
34,912 _____	62,891 _____																
32,012 _____	74,816 _____																
47,231 _____	72,019 _____																

NAME: _____ CLASS: _____ DATE: _____

Use the chart to answer each question.

Cost to operate Home Appliances.

Appliances	Cost per month
Clock	\$.08
Oven	4.95
Refrigerator	3.16
Water heater	12.60
Color T.V.	2.15
Washing Machine	.45
Lights	5.85

1. Which is the cheapest appliance to operate? The clock.
2. Which is the most expensive appliance to operate? _____
3. What is the cost per month to operate an oven? _____
4. Which is more expensive to operate, a refrigerator or a color T.V.? _____
5. Which appliance costs \$.45 a month to operate? _____
6. What is the monthly cost of operating a water heater? _____
7. What appliance costs over \$10.00 a month to operate? _____
8. What is the cost of lights for a month? _____

NAME: _____ CLASS: _____ DATE: _____

Use the chart to help you solve each problem.

Cost to operate Home Appliances

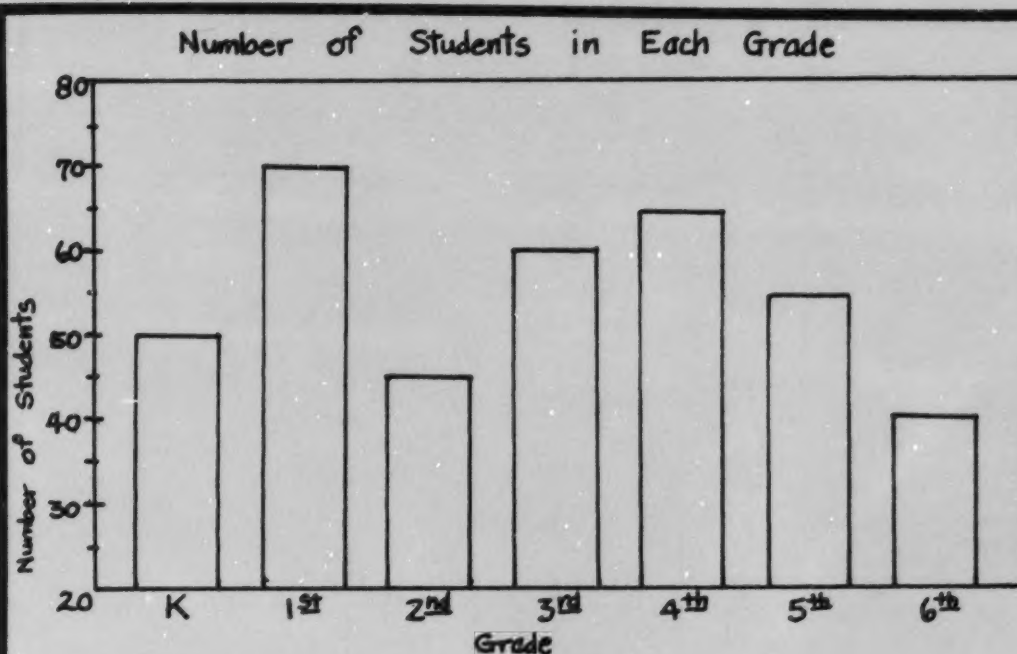
Appliance	Cost per month
Clock	\$.08
Oven	4.95
Refrigerator	3.16
Water heater	12.60
Color T.V.	2.15
Washing Machine	.45
Lights	5.85

1. How much more expensive is it to operate a color T.V. than a washing machine?

$$\begin{array}{r} \$2.15 \\ - .45 \\ \hline \$1.70 \end{array}$$

2. What is the cost per month of operating a water heater and an oven?
3. What would be the cost of operating a clock for an entire year?
4. How much cheaper is it to use a refrigerator than a water heater?
5. What is the cost per month of operating lights, an oven, and a clock?
6. What would be the cost of operating a color T.V. for a whole year?

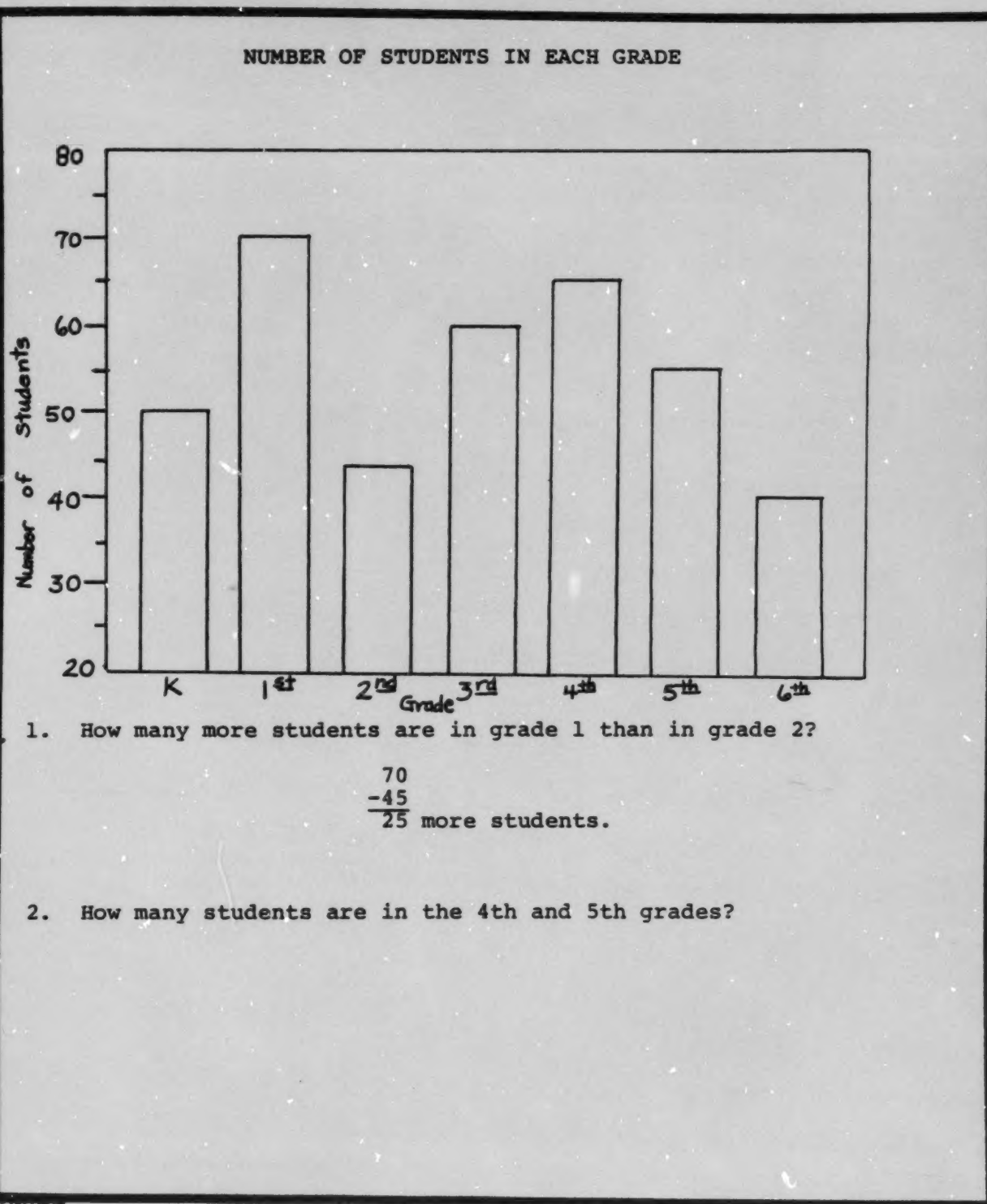
Use the graph to answer each question.



1. Which grade has the most students? 1st grade
2. Which grade has the fewest students? _____
3. How many students are in the 6th grade? _____
4. How many students are in the 2nd grade? _____
5. Which grade has more students, grade 4 or grade 5? _____
6. Which grades have more students than the 3rd grade? _____
7. Which grades have fewer students than the Kindergarten? _____
8. How many students are in the Kindergarten? _____

NAME: _____ CLASS: _____ DATE: _____

Use the graph to help you solve each problem.



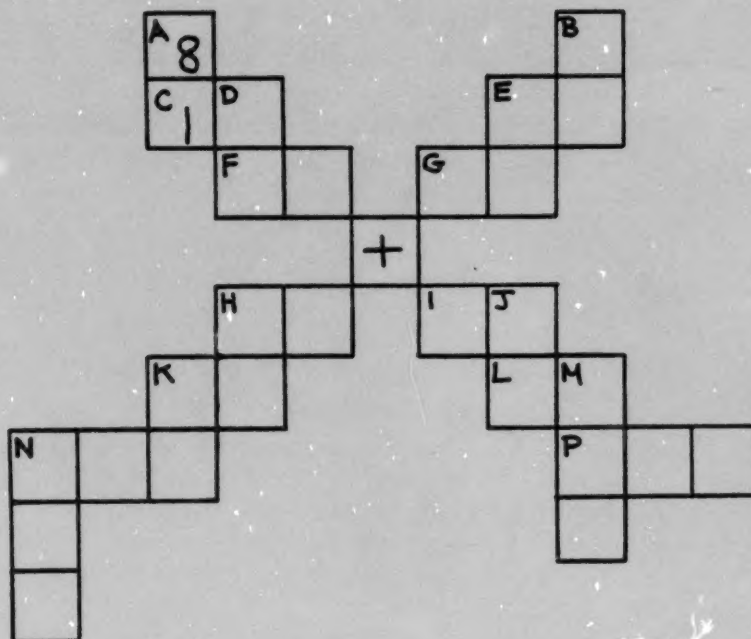
NAME: _____ CLASS: _____ DATE: _____

Use the graph to help you solve each problem.

3. Which two grades have a total of 130 students?
4. How many students are in the two smallest grades?
5. How many more students are in grade 4 than grade 6?
6. How many less students are in grade 2 than in Kindergarten?
7. How many teachers are there in this school?
8. How many students are in the entire school?

NAME: _____ CLASS: _____ DATE: _____

Find the sums to complete the cross number puzzle.



Across

A. $\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$

H. $\begin{array}{r} 15 \\ +12 \\ \hline \end{array}$

B. $\begin{array}{r} 306 \\ +442 \\ \hline \end{array}$

I. $\begin{array}{r} 25 \\ +31 \\ \hline \end{array}$

Down

A. $\begin{array}{r} 30 \\ +51 \\ \hline \end{array}$

J. $\begin{array}{r} 42 \\ +24 \\ \hline \end{array}$

B. $\begin{array}{r} 51 \\ +21 \\ \hline \end{array}$

K. $\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$

NAME: _____ CLASS: _____ DATE: _____

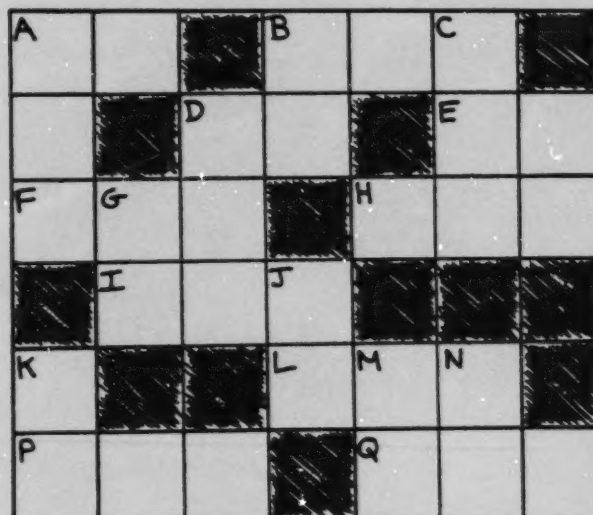
Find the sums to complete the cross number puzzle.

<u>Across</u>				<u>Down</u>			
C. 6 +5	K. 12 + 5	D. 12 + 7	M. 563 +321				
E. 11 +11	L. 54 +14	E. 12 +11	N. 246 +303				
F. 52 +41	N. 203 +333	H. 14 +13					
G. 21 +12	P. 507 +362						

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Find the sums. Complete the cross number puzzle.

ACROSS

$$\begin{array}{r} \text{A. } 25 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H. } 136 \\ +134 \\ \hline \end{array}$$

$$\begin{array}{r} \text{B. } 326 \\ +248 \\ \hline \end{array}$$

$$\begin{array}{r} \text{I. } 419 \\ +424 \\ \hline \end{array}$$

DOWN

$$\begin{array}{r} \text{A. } 339 \\ +148 \\ \hline \end{array}$$

$$\begin{array}{r} \text{J. } 17 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{B. } 39 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{K. } 27 \\ +22 \\ \hline \end{array}$$

P.O. _____

NAME: _____

CLASS: _____

DATE: _____

Find the sums. Complete the cross number puzzle.

ACROSS

$$\begin{array}{r} \text{D. } 19 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{L. } 359 \\ +105 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E. } 37 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} \text{P. } 609 \\ +357 \\ \hline \end{array}$$

$$\begin{array}{r} \text{F. } 529 \\ +223 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Q. } 328 \\ +449 \\ \hline \end{array}$$

DOWN

$$\begin{array}{r} \text{C. } 228 \\ +239 \\ \hline \end{array}$$

$$\begin{array}{r} \text{M. } 59 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{D. } 208 \\ +116 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N. } 28 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{G. } 29 \\ +29 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the sums. Check by adding up. Find the answers
in the answer box by reading horizontally or vertically.
Circle the answer.

$$\begin{array}{r} 1. \quad 423 \\ 124 \\ 235 \\ \hline 782 \end{array}$$

$$\begin{array}{r} 2. \quad 7028 \\ 131 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 3. \quad 321 \\ 134 \\ 643 \\ \hline 132 \end{array}$$

$$\begin{array}{r} 4. \quad 6384 \\ 1230 \\ 65 \\ \hline 438 \end{array}$$

$$\begin{array}{r} 5. \quad 2386 \\ 145 \\ 723 \\ \hline 1364 \end{array}$$

$$\begin{array}{r} 6. \quad 3816 \\ 2391 \\ 146 \\ \hline 283 \end{array}$$

$$\begin{array}{r} 7. \quad 2835 \\ 176 \\ 1204 \\ \hline 390 \end{array}$$

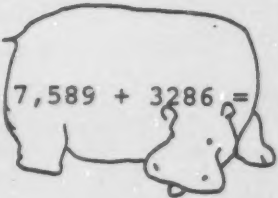
$$\begin{array}{r} 8. \quad 3342 \\ 2127 \\ 641 \\ \hline 302 \end{array}$$

Answer
Box

6	3	4	7	8	3
4	7	8	2	6	6
1	9	1	0	6	5
2	4	1	2	3	0
9	1	7	9	6	3
3	4	6	1	8	2
5	4	6	0	5	9

NAME: _____ CLASS: _____ DATE: _____

Directions: Here is a game called "Four Across." First rewrite the problem. Then add. In one row all 4 answers are the same. Find the row that has "Four Across."

FOUR ACROSS			
$4,138 + 3,017 =$ $\begin{array}{r} 4138 \\ + 3017 \\ \hline 7155 \end{array}$	$6,037 + 8,296 =$	$4,263 + 432 =$	 $7,589 + 3286 =$
$9,326 + 8,143 =$	$5,091 + 6,028 =$	$7,056 + 123 =$	$3,264 + 1,862 =$
$7,291 + 123 =$	$5,312 + 2102 =$	$4,283 + 3,131 =$	$5,370 + 2044 =$
$5,321 + 422 =$	$4,094 + 6,728 =$	$8,791 + 103 =$	$7,056 + 123 =$

P.O. 4.02.01.03

NAME: _____ CLASS: _____ DATE: _____

1. Round to the nearest thousand.
2. Round each number, find the sum. Compare the actual sum.

① 5,321 rounds to <u>5,000</u>	5,671 rounds to _____	5,551 rounds to _____	4,321 rounds to _____
3,999 rounds to _____	3,001 rounds to _____	7,328 rounds to _____	6,235 rounds to _____

② 4,321 rounds to 4,000 +1,892 rounds to +2,000 <u>6,213</u> <u>6,000</u> Actual Sum Rounded Sum	3,471 rounds to +1,912 rounds to + _____ Actual Sum Rounded Sum
8,451 rounds to +4,913 rounds to + _____ Actual Sum Rounded Sum	6,251 rounds to 1,393 rounds to + _____ Actual Sum Rounded Sum
6,471 rounds to +8,998 rounds to + _____ Actual Sum Rounded Sum	5,651 rounds to +2,131 rounds to + _____ Actual Sum Rounded Sum

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Round each number, find the sum. Compare the actual sum.

7,251 rounds to _____ +<u>3,179</u> rounds to + _____ Actual Sum Rounded Sum	6,971 rounds to _____ +<u>4,898</u> rounds to + _____ Actual Sum Rounded Sum
8,329 rounds to _____ +<u>4,912</u> rounds to + _____ Actual Sum Rounded Sum	6,021 rounds to _____ +<u>3,941</u> rounds to + _____ Actual Rounded Sum
4,938 rounds to _____ +<u>3,452</u> rounds to + _____ Actual Sum Rounded Sum	5,341 rounds to _____ +<u>2,566</u> rounds to + _____ Actual Sum Rounded Sum
6,462 rounds to _____ +<u>4,562</u> rounds to + _____ Actual Sum Rounded Sum	3,246 rounds to _____ +<u>4,821</u> rounds to + _____ Actual Sum Rounded Sum

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

1. Find the sum.
2. Solve the word problems.

¹ (a) $8 + 5 =$ <u>13</u>	(b) $9 + 6 =$	(c) $7 + 4 =$	(d) $8 + 9 =$
² (a) 1,312 people were at the game. 321 more people came. Then another 34 came. How many people were at the game? <u>1,667</u> $\begin{array}{r} 1,312 \\ + 321 \\ + 34 \\ \hline 1,667 \end{array}$		(b) 4,321 pencils were in an order. We ordered 432 more last week and 35 more this week. Now there are _____ pencils in order.	
(c) 2,421 lollipops were in a box. 1,134 candy canes were in a box. 342 mints were in another box. How many candies were there? _____		(d) There were 1,215 red candies, 8,715 yellow candies, 1,213 pink candies. How many candies were there? _____	
(e) At the festival, 4,028 people arrived at 11 AM; 1,378 people at 1 PM; 3,913 people arrived at 3 PM. How many people were at the festival? _____		(f) A blouse cost \$7.98, shoes cost \$12.98, sock cost \$.75. Find the total cost. _____	

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Solve the word problems

- g) A blouse cost \$7.98
shoes cost \$12.98
sock cost \$.75
Find the total cost.

- h) Monopoly cost \$10.98
Scrabble cost \$11.75
Concentration cost \$12.50
Find the total cost.

- i) Janice saved \$5.25 in her bank. Her aunt gave her \$12.00 for her birthday. Her grandmother gave her \$15.00. How much money does Janet have?

- | Flavor | Amount sold |
|-----------|-------------|
| Vanilla | 1,234 |
| Cherry | 3,135 |
| Chocolate | 6,791 |

This chart shows the amount of ice cream that was sold by a Carvel store last week. Find the total amount of ice-cream sold.

NAME: _____ CLASS: _____ DATE: _____

Directions: Break the code and answer the question.

What did the floor say to the wall?

$$\begin{array}{r} \text{R} \\ 84 \\ -32 \\ \hline 52 \end{array}$$

$$\begin{array}{r} \text{M} \\ 95 \\ -41 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Y} \\ 84 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} \text{O} \\ 136 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} \text{E} \\ 421 \\ -111 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \\ 835 \\ -110 \\ \hline \end{array}$$

$$\begin{array}{r} \text{U} \\ 796 \\ -344 \\ \hline \end{array}$$

$$\begin{array}{r} \text{A} \\ 892 \\ -111 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \\ 776 \\ -144 \\ \hline \end{array}$$

$$\begin{array}{r} \text{N} \\ 944 \\ -100 \\ \hline \end{array}$$

$$\begin{array}{r} \text{C} \\ 406 \\ -103 \\ \hline \end{array}$$

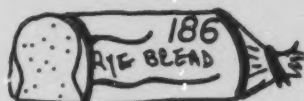
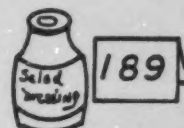
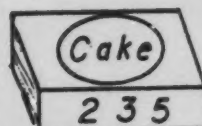
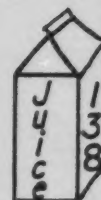
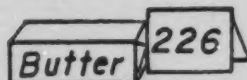
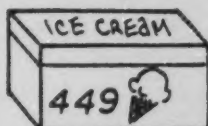
54 310 310 725 70 113 452 781 725

725 632 310 303 113 $\frac{\text{R}}{52}$ 844 310 $\frac{\text{R}}{52}$

NAME: _____ CLASS: _____ DATE: _____

Directions: Solve the problems below. Draw a circle around each food that has a numeral that matches an answer. Which foods did you buy?

Lets Go Shopping!



$$\begin{array}{r} 1) \quad 481 \\ - 246 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 634 \\ - 127 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 393 \\ - 167 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 784 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 896 \\ - 176 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 645 \\ - 239 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 732 \\ - 283 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 896 \\ - 378 \\ \hline \end{array}$$

P.O. 4.03.01.01

NAME: _____ CLASS: _____ DATE: _____

Subtract. Check with addition.

26,158
-13,234

check

98,428
-24,263

check

93,592
-71,586

check

54,875
-28,341

check

NAME: _____ CLASS: _____ DATE: _____

Subtract and check.

$$\begin{array}{r} 69,350 \\ - \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 69,350 \\ - \quad 86 \\ \hline \end{array}$$

$$\begin{array}{r} 69,350 \\ - \quad 786 \\ \hline \end{array}$$

$$\begin{array}{r} 69,350 \\ -4,786 \\ \hline \end{array}$$

$$\begin{array}{r} 69,350 \\ -34,786 \\ \hline \end{array}$$

$$\begin{array}{r} 42,310 \\ - \quad 984 \\ \hline \end{array}$$

$$\begin{array}{r} 53,440 \\ -5,797 \\ \hline \end{array}$$

$$\begin{array}{r} 63,630 \\ -4,774 \\ \hline \end{array}$$

$$\begin{array}{r} 24,680 \\ - \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 24,680 \\ - \quad 87 \\ \hline \end{array}$$

$$\begin{array}{r} 24,680 \\ - \quad 947 \\ \hline \end{array}$$

$$\begin{array}{r} 24,680 \\ -13,394 \\ \hline \end{array}$$

$$\begin{array}{r} 13,770 \\ -6,481 \\ \hline \end{array}$$

$$\begin{array}{r} 25,110 \\ -12,243 \\ \hline \end{array}$$

$$\begin{array}{r} 82,610 \\ - \quad 611 \\ \hline \end{array}$$

$$\begin{array}{r} 94,440 \\ -16,083 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

I.

Circle the best estimate.

$$5,326 - 1,254 = 400 \quad (\underline{4,000}) \quad 3,000$$

$$9,251 - 2,937 = 7,000 \quad 6,000 \quad 600$$

$$\begin{array}{r} 26,374 \\ -13,572 \\ \hline \end{array}$$

$$\begin{array}{r} 58,009 \\ -37,562 \\ \hline \end{array}$$

$$\begin{array}{r} 82,475 \\ -27,352 \\ \hline \end{array}$$

20,000
2,000
10,000

10,000
20,000
2,000

60,000
5,000
50,000

II.

Round off to the nearest 1,000, estimate, and compare.

9,246 rounds to
-3,125 rounds to
6,121

5,946 rounds to
-1,253 rounds to
6,000

III.

Round off to the nearest 10,000. Estimate and compare.

26,372 rounds to
-12,157 rounds to
rounds to

48,375 rounds to
-26,590 rounds to
rounds to

93,751 rounds to
-34,127 rounds to
rounds to

57,328 rounds to
-24,372 rounds to
rounds to

NAME: _____ CLASS: _____ DATE: _____

Complete the chart
Read the problem. Estimate by rounding. Solve.

Chart of Estimated Inventory

	BOUGHT	SOLD	LEFT
Toys	6,357 round off (6,000)	1,938 round off (2,000)	4,000
Puzzles	3,878 round off ()	1,258 round off (1,000)	estimate
Books	8,963 round off (9,000)	5,738 round off ()	estimate
Cards	5,279 round off ()	4,276 round off ()	estimate

Read the Problem. Estimate by rounding. Solve.

I had \$56,245. I spent \$23,274. How much is left?

Estimate _____ Solution _____

9,356 boys. 2,842 girls. How many more boys than girls?

Estimate _____ Solution _____

46,275 tickets sold yesterday, 74,352 tickets sold today. How many more today?

Estimate _____ Solution _____

Number sentence _____

NAME: _____ CLASS: _____ DATE: _____

Solve these problems. Show work in space provided.

1. Jim bought 8 pencils for \$.12 each and 4 pens for \$.49 each.
How much did he pay in all?

Work Space

Answer: \$2.92

2. Jo bought some paper for \$1.49. She also bought a pen for
\$1.48. She gave the clerk a \$5.00 bill. How much change
should she receive?

Work Space

Answer: _____

3. Terry had \$10.50. He spent \$5.85. He then earned \$7.75 more.
How much does he have now?

Work Space

Answer: _____

4. On Saturday, Marty worked 8 hours at \$7.00 per hour and 3 more
hours at \$10.50 per hour. How much did he earn?

Work Space

Answer: _____

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Solve these problems. Show work in space provided.

5. Mr. Smith bought 2 shirts for \$7.50 each and 4 ties for \$4.50 each. How much did the shirt and ties cost?

Work Space

Answer: _____

6. Mary saved \$50. for new tennis equipment. She saw a tennis racket for \$12.95, nylon stringing for \$12.95, a racket cover for \$3.00, a racket frame for \$4.50, and a can of balls for \$2.29. If she bought this equipment, how much would she have left from \$50.00?

Work Space

Answer: _____

7. Jan baked 36 cupcakes. She baked 11 chocolate and 8 vanilla cupcakes. She wanted to put strawberry icing on the cupcakes that were left. How many strawberry cupcakes did Jane have?

Work Space

Answer: _____

NAME: _____ CLASS: _____ DATE: _____

Create your own story problems from the information given.
Write the problem in the space provided and solve them.



\$27.50



\$34.76



\$11.75



\$2.98

STORY PROBLEM

WORK SPACE

ANSWER

1.

John bought a pair of shoes for \$11.75. He gave the clerk a twenty dollar bill. How much change did the clerk give him?

\$ 8.25

2. _____

\$102.26

3. _____

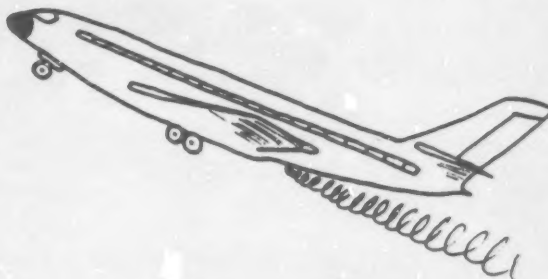
\$ 28.98

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Create your own story problems from the information given.
Write the problem in the space provided and solve them.

Planes	Speed in Miles per Hour
Fly Mobile	176
Wonder Jet	266
Rocket Ace	354
Space Flyer	561
Super Speeder	625

STORY PROBLEMWORK SPACEANSWER

4. _____

Rocket Ace
88 miles
per hour.

5. _____

442 miles
per hour
altogether.

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the products. Mark the X's and O's to find out who wins the game of Tic - Tac - Toe.

<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%; text-align: left; border-bottom: 1px solid black;">Player X</th> <th style="width: 20%; text-align: left; border-bottom: 1px solid black;">Player O</th> <th></th> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">42</td> <td style="padding: 5px;">27</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">63</td> <td style="padding: 5px;">21</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">32</td> <td style="padding: 5px;">48</td> <td style="text-align: center;">Game 1</td> </tr> </table> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">8x7</td> <td style="border-right: 1px solid black; padding: 5px;">6x8</td> <td style="padding: 5px;">7x9</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">9x6</td> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">~~6x7~~</td> <td style="padding: 5px; text-align: center;">(3x9)</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4x8</td> <td style="border-right: 1px solid black; padding: 5px;">7x7</td> <td style="padding: 5px;">7x3</td> </tr> </table> The winner is _____	Player X	Player O		42	27		63	21		32	48	Game 1	8x7	6x8	7x9	9x6	~~6x7~~	(3x9)	4x8	7x7	7x3	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%; text-align: left; border-bottom: 1px solid black;">Player X</th> <th style="width: 20%; text-align: left; border-bottom: 1px solid black;">Player O</th> <th></th> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">14</td> <td style="padding: 5px;">45</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">48</td> <td style="padding: 5px;">54</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">21</td> <td style="padding: 5px;">24</td> <td style="text-align: center;">Game 2</td> </tr> </table> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">5x9</td> <td style="border-right: 1px solid black; padding: 5px;">3x7</td> <td style="padding: 5px;">6x8</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">6x9</td> <td style="border-right: 1px solid black; padding: 5px;">7x2</td> <td style="padding: 5px;">3x9</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4x6</td> <td style="border-right: 1px solid black; padding: 5px;">4x4</td> <td style="padding: 5px;">7x4</td> </tr> </table> The winner is _____	Player X	Player O		14	45		48	54		21	24	Game 2	5x9	3x7	6x8	6x9	7x2	3x9	4x6	4x4	7x4
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7x7	7x2	6x7																																									
8x5	6x6	3x8																																									

P.O. 4.14.05.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the products and match them with the letters to spell out the answer to the question.

What's red and goes up and down?

304

168

318

185

304

168

318

I
111

161

304

161

128

230

128

292

304

168

318

265

I
37
x 3
111

L
46
x 5

E
32
x 4

V
73
x 4

N
23
x 7

A
76
x 4

R
53
x 5

T
42
x 4

O
53
x 6

M
37
x 5

NAME: _____ CLASS: _____ DATE: _____

1. Multiply. Fill in the blanks.
2. Find the products. Color the products greater than 75 green. Color the products less than 75 yellow.

1.

a.

$$\begin{aligned}
 5 \times 12 &= 5 \times (10 + 2) \\
 &= (5 \times 10) + (5 \times 2) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

c.

$$\begin{aligned}
 8 \times 12 &= 8 \times (10 + \underline{\quad}) \\
 &= (8 \times \underline{\quad}) + (8 \times \underline{\quad}) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

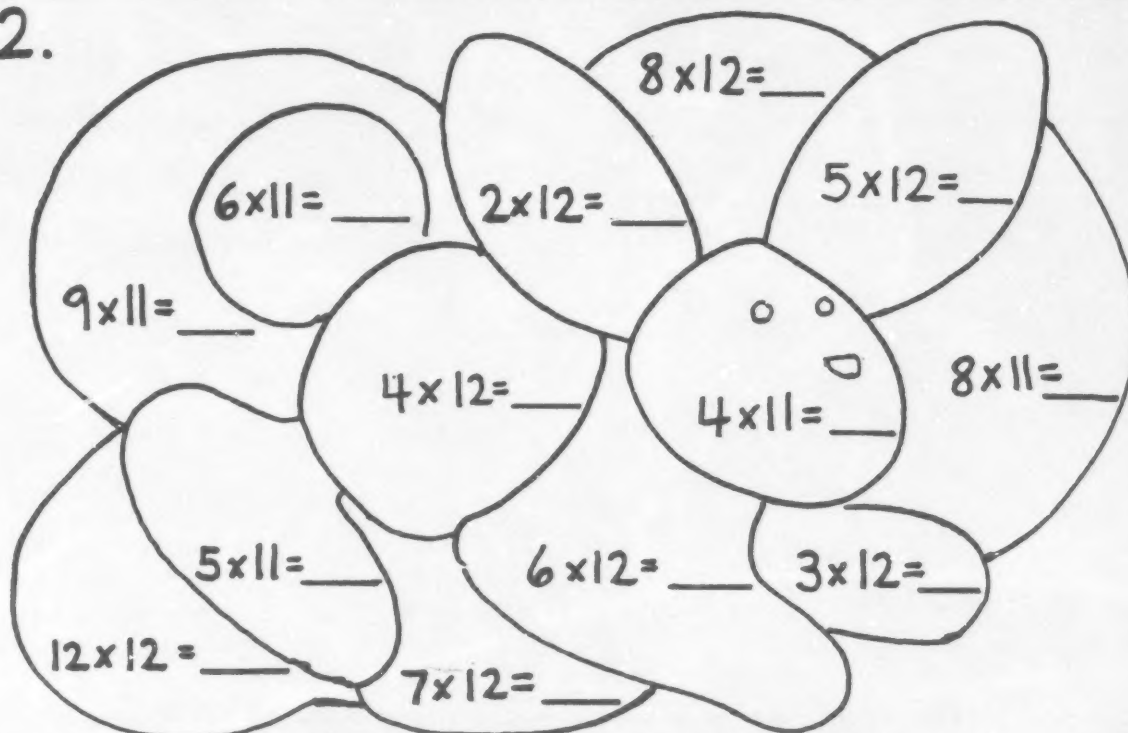
b.

$$\begin{aligned}
 7 \times 11 &= 7 \times (10 + 1) \\
 &= (7 \times 10) + (7 \times 1) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

d.

$$\begin{aligned}
 9 \times 11 &= 9 \times (\underline{\quad} + \underline{\quad}) \\
 &= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

2.



NAME: _____ CLASS: _____ DATE: _____

Solve each problem. Check your answer.

1. Tom's dog eats 11 pounds of dog food each week. How many pounds of dog food will he eat in 7 weeks? $\begin{array}{r} 11 \\ \times 7 \\ \hline 77 \end{array}$	2. The fourth grade class planted 8 pumpkin seeds in each of 12 pots. How many pumpkin seeds did they plant?
3. Marie's bookcase has 9 shelves. Each shelf has 12 books. How many books does Marie have?	4. There are a dozen eggs in each carton. How many eggs are there in 12 carton?
5. Bill said; "I'm thinking of a number that is 3 times as large as 11". What number is Bill thinking of?	6. <u>Super Sleuth Challenge!</u> Mike and Jim played basketball for 12 days. Each day Mike made 5 baskets and Jim made 2 baskets. (a) How many baskets did Mike make in all? (b) How many baskets did Jim make in all? (c) How many baskets did both boys Make?

NAME: _____ CLASS: _____ DATE: _____

1. Write the related division fact.

①.

Write the related division fact.

$3 \times 5 = 15$

$7 \times 2 = 14$

$8 \times 3 = 24$

$15 \div 5 = 3$

$14 \div 2 =$

$24 \div 3 =$

$7 \times 6 = 42$

$3 \times 9 = 27$

$6 \times 3 = 18$

$\_ \div \_ =$

$\_ \div \_ =$

$\_ \div \_ =$

$4 \times 9 =$

$4 \times 7 =$

$5 \times 9 =$

$\_ \div \_ =$

$\_ \div \_ =$

$\_ \div \_ =$

$3 \times 8 =$

$5 \times 6 =$

$5 \times 7 =$

$\_ \div \_ =$

$\_ \div \_ =$

$\_ \div \_ =$

$9 \times 2 =$

$8 \times 9 =$

$7 \times 9 =$

$\_ \div \_ =$

$\_ \div \_ =$

$\_ \div \_ =$

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

2. Can you see a pattern?
3. Match the quotients with the division fact.

2. Do you see a pattern?

$$12 \div 4 =$$

$$16 \div 4 =$$

$$20 \div 4 =$$

$$24 \div 4 =$$

$$36 \div 9 =$$

$$45 \div 9 =$$

$$54 \div 9 =$$

$$63 \div 9 =$$

$$72 \div 8 =$$

$$64 \div 8 =$$

$$56 \div 8 =$$

$$48 \div 8 =$$

3. Match the quotient with the division fact.

$$6 \div 6$$

7

$$16 \div 2$$

8

$$36 \div 9$$

2

$$72 \div 8$$

1

$$63 \div 9$$

3

$$40 \div 8$$

4

$$15 \div 5$$

6

$$36 \div 6$$

5

$$12 \div 6$$

9

NAME: _____ CLASS: _____ DATE: _____

Directions: Solve the problems. Find the number that each letter represents. Fill in the blanks with the letters each number represents to find "who's there?"

KNOCK! KNOCK!
WHO'S THERE?

$$\begin{array}{r} \overline{24} \\ \overline{334} \\ \overline{231} \\ \overline{22} \\ \overline{24} \end{array}$$

$$\begin{array}{r} \overline{24} \\ \overline{334} \\ \overline{231} \\ \overline{22} \\ \overline{24} \end{array} \quad \begin{array}{r} \overline{212} \\ \overline{21} \\ \overline{23} \end{array}$$

$$\begin{array}{r} \overline{24} \\ \overline{334} \\ \overline{231} \\ \overline{22} \\ \overline{24} \end{array}$$

$$\begin{array}{r} \overline{220} \\ \overline{124} \\ \overline{334} \\ \overline{33} \\ \overline{231} \\ \overline{420} \end{array}$$

$$\begin{array}{r} \overline{A} \\ 2 \overline{)48} \end{array}$$

$$\begin{array}{r} \overline{O} \\ 3 \overline{)69} \end{array}$$

$$\begin{array}{r} \overline{C} \\ 2 \overline{)66} \end{array}$$

$$\begin{array}{r} \overline{N} \\ 2 \overline{)668} \end{array}$$

$$\begin{array}{r} \overline{P} \\ 4 \overline{)880} \end{array}$$

$$\begin{array}{r} \overline{T} \\ 3 \overline{)66} \end{array}$$

$$\begin{array}{r} \overline{I} \\ 3 \overline{)593} \end{array}$$

$$\begin{array}{r} \overline{E} \\ 2 \overline{)248} \end{array}$$

$$\begin{array}{r} \overline{W} \\ 4 \overline{)848} \end{array}$$

$$\begin{array}{r} \overline{H} \\ 3 \overline{)63} \end{array}$$

$$\begin{array}{r} \overline{L} \\ 2 \overline{)840} \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Write YES if you can do division and give the quotient. Write NO if the division is impossible.

1. $6\overline{)12}$

2. $0\overline{)3}$

3. $7\overline{)21}$

4. $8\overline{)16}$

5. $0\overline{)9}$

6. $9\overline{)81}$

7. $0\overline{)2}$

8. $0\overline{)0}$

9. $5\overline{)25}$

10. $0\overline{)11}$

11. $9\overline{)81}$

12. $3\overline{)18}$

13. $0\overline{)20}$

14. $2\overline{)14}$

15. $0\overline{)49}$

NAME: _____ CLASS: _____ DATE: _____

I. Give the quotients and the related multiplication sentence.

II. Complete the rule.

(I) $0 \div 8 = 0$ $0 \times 8 = 0$	$3 \overline{)0} =$	$4 \overline{)0} =$
$0 \div 7 =$	$0 \div 10 =$	$6 \overline{)0} =$
$0 \div 12$	$11 \overline{)0} =$	$1 \overline{)0} =$
(II) Complete the rule. If 0 is divided by an number (except 0), the quotient is ____.		

NAME: _____ CLASS: _____ DATE: _____

I. Find each quotient. If the example can't be done cross it out.

II. Complete each rule.

I. 1. $1 \overline{)10}$ 2. $0 \overline{)10}$ 3. $10 \overline{)0}$

4. $1 \overline{)18}$ 5. $0 \overline{)18}$ 6. $18 \overline{)0}$

7. $1 \overline{)7}$ 8. $1 \overline{)11}$ 9. $1 \overline{)13}$

10. $1 \overline{)15}$ 11. $1 \overline{)20}$ 12. $1 \overline{)17}$

II. Complete each rule

1. If the divisor is 1 the quotient is the same as the _____.

2. If the dividend is 0 the quotient will be _____.

70 *****

NAME: _____ CLASS: _____ DATE: _____

Find the quotient. Check using multiplication.

1. $7 \overline{)21}$ <u>check</u> $7 \times 3 = 21$	2. $56 \div 7 =$ <u>check</u> $\_\_ \times \_\_$	3. $9 \overline{)36}$ <u>check</u> $\_\_ \times \_\_$
4. $63 \div 7 =$ <u>check</u> $\_\_ \times \_\_$	5. $\frac{18}{6} =$ <u>check</u> $\_\_ \times \_\_$	6. $\frac{25}{5} =$ <u>check</u> $\_\_ \times \_\_$
7. $9 \overline{)81}$ <u>check</u> $\_\_ \times \_\_$	8. $2 \overline{)20}$ <u>check</u> $\_\_ \times \_\_$	9. $7 \overline{)21}$ <u>check</u> $\_\_ \times \_\_$
10. $4 \overline{)28}$ <u>check</u> $\_\_ \times \_\_$	11. $\frac{49}{7} =$ <u>check</u> $\_\_ \times \_\_$	12. $3 \overline{)9}$ <u>check</u> $\_\_ \times \_\_$

NAME: _____ CLASS: _____ DATE: _____

Use the distributive property to solve the division examples.

1.

$$49 - 8 = \frac{48 + 1}{8} = \frac{48}{8} + \frac{1}{8} = 6 + \frac{1}{8} = 6\frac{1}{8}$$

$$2. \quad 25 - 4 = \frac{24 + \quad}{4} =$$

$$3. \quad 23 - 3 = \frac{-}{3} =$$

$$4. \quad 33 - 5 = \frac{+}{5} =$$

$$5. \quad 45 - 7 = \frac{+}{7} =$$

$$6. \quad 39 - 6 = \frac{+}{6} =$$

$$7. \quad 13 - 2 = \frac{+}{2} =$$

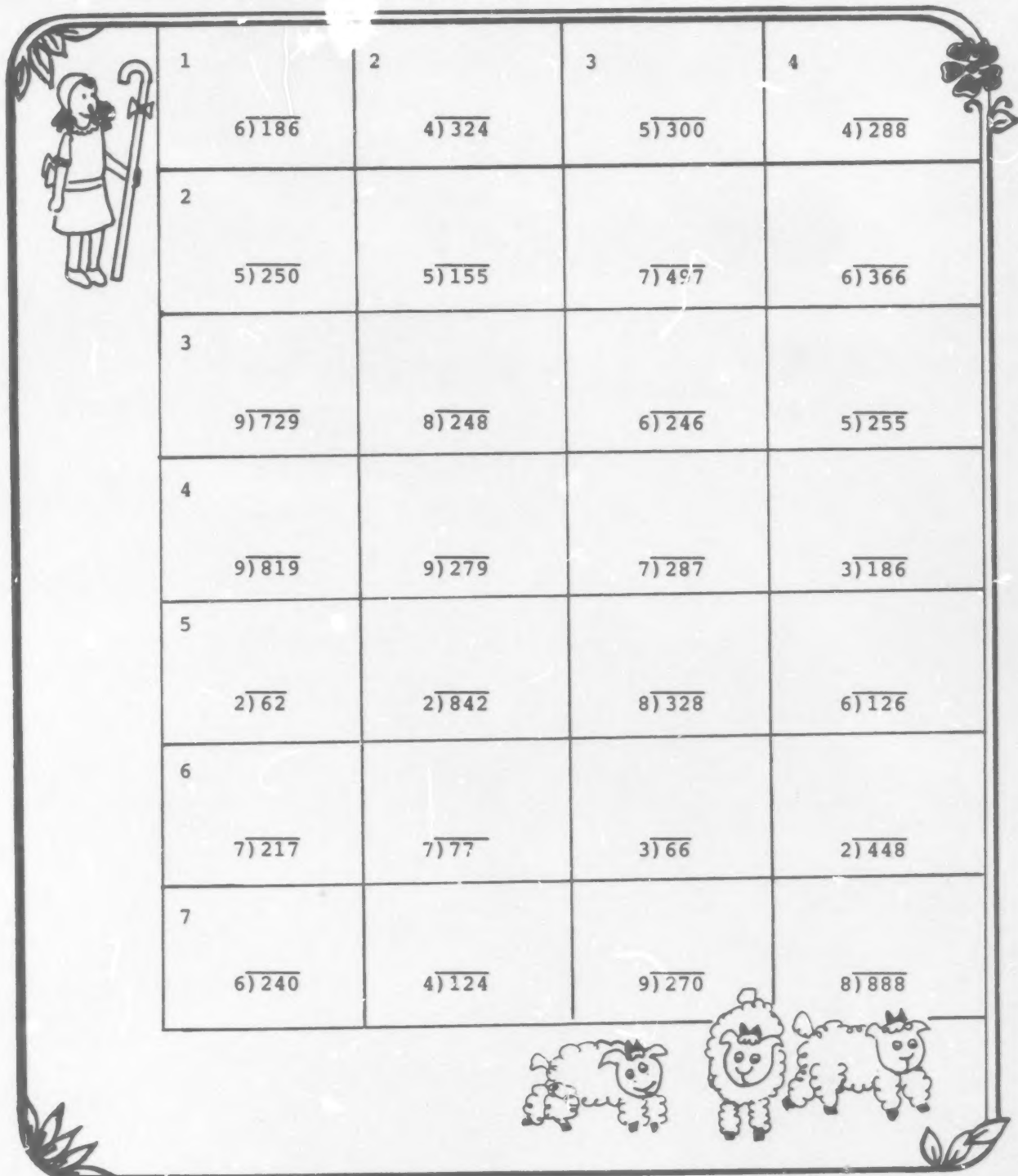
$$8. \quad 59 - 9 = \frac{+}{9} =$$

$$9. \quad 40 - 7 = \frac{-}{7} =$$

$$10. \quad 44 - 5 = \frac{-}{5} =$$

NAME: _____ CLASS: _____ DATE: _____

Directions: Help Little Bo Peep find her sheep. Divide and shade each box that has an answer of 31 to make a path leading to the sheep.



1	$6 \overline{)186}$	2	$4 \overline{)324}$	3	$5 \overline{)300}$	4	$4 \overline{)288}$
2	$5 \overline{)250}$		$5 \overline{)155}$		$7 \overline{)497}$		$6 \overline{)366}$
3	$9 \overline{)729}$		$8 \overline{)248}$		$6 \overline{)246}$		$5 \overline{)255}$
4	$9 \overline{)819}$		$9 \overline{)279}$		$7 \overline{)287}$		$3 \overline{)186}$
5	$2 \overline{)62}$		$2 \overline{)842}$		$8 \overline{)328}$		$6 \overline{)126}$
6	$7 \overline{)217}$		$7 \overline{)77}$		$3 \overline{)66}$		$2 \overline{)448}$
7	$6 \overline{)240}$		$4 \overline{)124}$		$9 \overline{)270}$		$8 \overline{)888}$

P.O. _____

NAME: _____

CLASS: _____

DATE: _____

There are quotients hidden in this number square. Solve each exercise and find the quotient. Look in rows, columns, and diagonals.

HIDDEN QUOTIENTS

2	0	4	7	9	6	5	3	8	2	1	9	4	7	3
1	8	5	9	4	5	2	1	5	9	3	6	2	6	1
0	7	3	2	3	6	0	7	9	8	3	6	1	4	0
5	6	1	9	8	5	1	2	5	6	4	3	7	2	5
3	7	0	2	8	4	6	7	9	8	3	5	2	1	0
4	4	6	1	9	5	7	2	4	8	6	9	0	4	8
2	1	0	6	8	4	3	7	9	0	4	8	2	5	1
3	4	7	2	1	8	9	0	6	2	1	7	8	9	3
4	5	1	0	9	5	8	4	1	0	3	5	9	8	4
7	6	9	3	8	7	2	5	4	3	8	6	5	7	3
1	0	5	2	7	9	6	4	0	8	9	7	2	1	0
9	5	1	8	5	8	0	7	6	0	2	5	4	1	9
4	9	0	3	2	5	7	4	1	8	0	7	1	9	6
3	8	7	5	4	7	9	0	8	0	5	3	2	4	1
6	1	7	4	0	6	2	9	8	7	4	5	1	6	0

$$\begin{array}{r} 51 \\ 5 \overline{)255} \end{array}$$

$$9 \overline{)810}$$

$$4 \overline{)256}$$

$$6 \overline{)306}$$

$$2 \overline{)128}$$

$$7 \overline{)147}$$

$$9 \overline{)720}$$

$$3 \overline{)183}$$

P.O. 4.05.02.03

NAME: _____ CLASS: _____ DATE: _____

Find the quotient. Check your answers. Show all work in space provided.

1.

$$2 \overline{)610}$$

Work Space

$$\begin{array}{r} 305 \\ 2 \overline{)610} \\ \underline{6} \\ 010 \\ \underline{0} \\ 10 \\ \underline{10} \\ 0 \end{array}$$

Check

$$\begin{array}{r} 305 \\ \times 2 \\ \hline 610 \end{array}$$

Quotient _____

2. $3 \overline{)312}$

Quotient _____

3. $4 \overline{)416}$

Quotient _____

4. $2 \overline{)818}$

Quotient _____

5. $3 \overline{)915}$

Quotient _____

NAME: _____ CLASS: _____ DATE: _____

Find the quotient. Check your answer. Show all work in space provided.

6. $6 \overline{)612}$

Work Space

Check

Quotient _____

7. $7 \overline{)714}$

Quotient _____

8. $3 \overline{)618}$

Quotient _____

NAME: _____ CLASS: _____ DATE: _____

Solve the following word problems. Write the number sentence used to solve the problem. Show all work. Check all answers.

1. Our troop has 6 patrols with a total of 48 scouts. How many scouts are in each patrol?

Number sentence $48 \div 6 =$ _____

Work Space Check

$$\begin{array}{r} 6 \overline{)48} \\ 8 \\ \times 6 \\ \hline 48 \end{array}$$

2. There are 318 balloons. Three friends will share them. How many balloons should each friend get?

Number sentence _____

Work Space Check

NAME: _____ CLASS: _____ DATE: _____

Solve the word problems.

3. There were 432 free tickets to the circus to be divided
amount 4 schools. How many tickets will each school get?

Number sentence _____

Work Space

Check

4. John has 696 marbles. He wants to put them into three
containers. How many marbles will John have in each containers?

Number sentence _____

Work Space

Check

P.O. 4.05.02.04 (cont'd)

NAME: _____ CLASS: _____ DATE: _____

Solve the word problems.

5. Jane has baked 864 cookies, she divided the cookies amount 8 stoves. How many cookies were baked in each stove?

Number sentence _____

Work Space

Check

6. Jerry and Sam have collected 624 bottle tops. Both of them have collected the same amount. How many bottle tops did Sam collect?

Number sentence _____

Work Space

Check

P.O. _____

NAME: _____

CLASS: _____

DATE: _____

Solve & check.

1. $\begin{array}{r} 3 \\ 10 \\ 7 \overline{)91} \end{array} = 10 + 3 = 13$ $\begin{array}{r} 13 \\ \times 7 \\ \hline 91 \end{array}$ $\begin{array}{r} 10 \times 7 = 70 \\ 21 \\ 3 \times 7 = 21 \\ \hline 0 \end{array}$ check	5. $4 \overline{)68}$ check
2. $3 \overline{)87}$ check	6. $2 \overline{)74}$ check
3. $5 \overline{)75}$ check	7. $7 \overline{)84}$ check
4. $8 \overline{)96}$ check	8. $6 \overline{)96}$ check

P.O. _____

NAME: _____

CLASS: _____

DATE: _____

Solve and Check.

1. $\begin{array}{r} 6 \\ 80 \\ 100 \\ 3 \overline{)558} \\ 100 \times 3 = 300 \\ 80 \times 3 = 240 \\ 6 \times 3 = 18 \\ \hline 0 \end{array}$ check $100 + 80 + 6 = 186$ $\begin{array}{r} x3 \\ 558 \end{array}$	5. check $4 \overline{)788}$
2. check $5 \overline{)985}$	6. check $6 \overline{)756}$
3. check $7 \overline{)896}$	7. check $2 \overline{)938}$
4. check $3 \overline{)861}$	8. check $8 \overline{)944}$

NAME: _____ CLASS: _____ DATE: _____

Read each problem carefully. Write a number sentence you can use to solve the problem. Solve and check your answers.

1. Miguel has a job putting 6 cans in each box.
How many boxes will 186 cans fill?

number sentence $186 \div 6 =$ _____
answer 31 boxes.

2. Hank has a board that is 528 centimeters long. He must cut little pieces of board 4 centimeters long. How many pieces of board will he cut from the long board?

number sentence _____
answer _____

3. How many pupils can ride on 5 school buses if each school bus carries 135 pupils?

number sentence _____
answer _____

4. The same amount of sugar was used in each of 8 batches of candy. A total of 168 pounds of sugar was used. How much sugar was in each batch?

number sentence _____
answer _____

5. Mary traveled 192 kilometers in 3 hours. She traveled the same distance each hour. How many kilometers did she travel in one hour.

number sentence _____
answer _____

6. To put two people on Mars the Appollo spaceship has a total weight of 358 pounds. What is the most number of pounds a person could weigh?

number sentence _____
answer _____

7. Five of the engines on the spaceship use 895 gallons of fuel. How many gallons of fuel does one engine use?

number sentence _____
answer _____

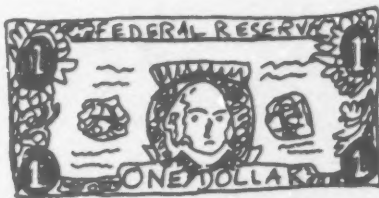
8. There are 9 classes in the fourth grade. There are a total of 306 students in the fourth grade. How many students in each class? number sentence _____

answer _____

NAME: _____ CLASS: _____ DATE: _____

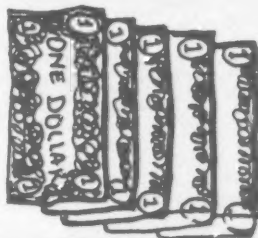
Complete the place value chart in dollars and cents.

1.



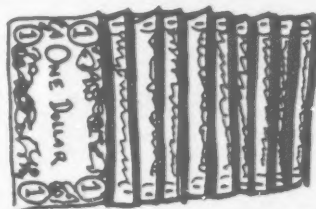
DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES
	1	0	0

2.



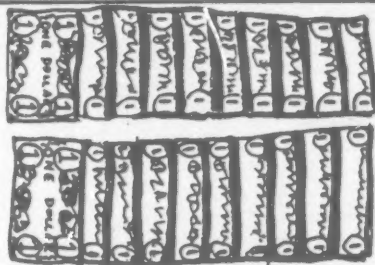
DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES
	5	0	0

3.



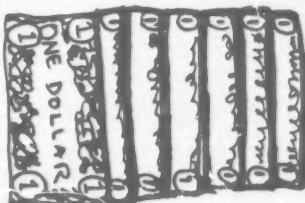
DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

4.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

5.



10¢

10¢

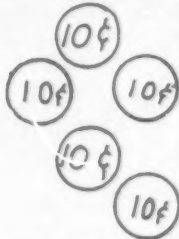
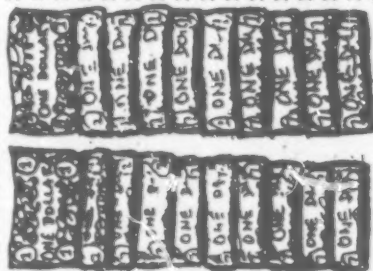
10¢

DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

NAME: _____ CLASS: _____ DATE: _____

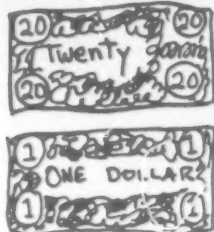
Complete the place value chart in dollars and cents.

6.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

7.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

8.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

9.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

10.



DOLLARS		CENTS	
TENS	ONES	DIMES	PENNIES

NAME: _____ CLASS: _____ DATE: _____

Use the menu to solve each word problem.

<u>DINNER MENU</u>			
Hamburger	\$2.20	Steak	\$12.00
Cheeseburger	2.50	Veal Cutlet	9.50
Prime Ribs	8.50	Lamb Chops	5.80
Chicken	6.00	Fish	5.00

1. Mr. Greene had a chicken dinner. He paid with a ten dollar bill. How much change did he receive? $ \begin{array}{r} \$10.00 \\ -6.00 \\ \hline 4.00 \end{array} $ <u>\$4.00</u>	2. Mr. Brooks and his wife went out for dinner. Mr. Brooks had fish. Mrs. Brooks had chicken. What was the total cost of their dinner?
3. What would be the cost of 3 prime rib dinners? _____	4. Mrs. Wilson ordered a veal cutlet dinner. Each of her 2 sons ate a hamburger. What was the total cost of the dinners? _____
5. Ruth paid for her dinner with a ten dollar bill. She received \$5.00 in change. What did she have for dinner? _____	6. What would be the cost of a cheeseburger, a lamb chop and a fish dinner? _____
7. Mr. Robinson paid for his steak dinner with a fifty dollar bill. How much change did he receive? _____	8. What did John and Mary each have for dinner if the total cost of their dinners was \$18.00.

NAME: _____ CLASS: _____ DATE: _____

1. Name the shaded fraction.
2. Cut out the cards to play Match Game.
3. Place cards face down.
4. Pick two cards; if they are equivalent fractions you keep the cards and try again.
5. If they are not equivalent fractions turn the cards back and the other player goes.
6. The player with the most cards is the winner.



2



2





8



2







8



4



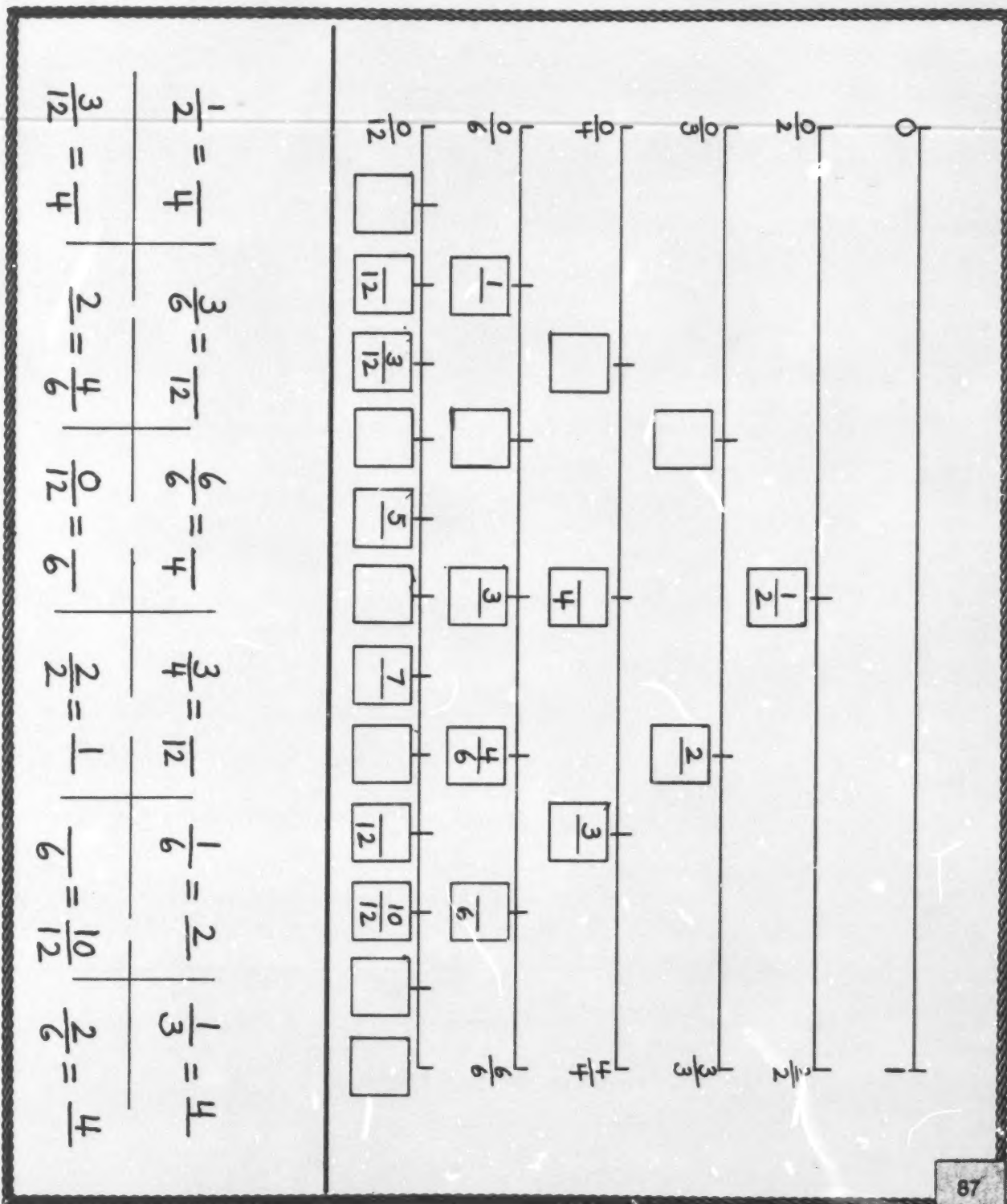


3



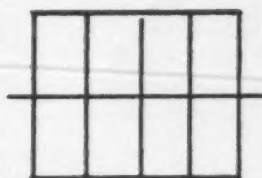
NAME: _____ CLASS: _____ DATE: _____

Fill in the missing points on each number line. Use the lines to find the equivalent fractions.



NAME: _____ CLASS: _____ DATE: _____

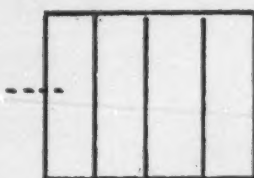
A. Draw a horizontal line to make an equivalent fraction.



$$\frac{1}{4} = \frac{2}{8}$$



$$\frac{2}{3} =$$

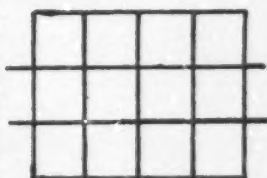


$$\frac{2}{4} =$$

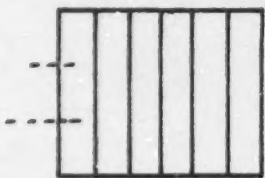


$$\frac{3}{7} =$$

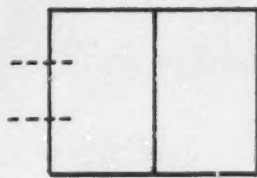
B. Draw two horizontal lines to make an equivalent fraction.



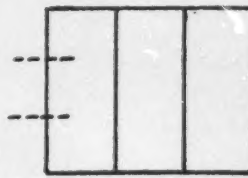
$$\frac{1}{4} = \frac{3}{12}$$



$$\frac{2}{6} =$$



$$\frac{1}{2} =$$



$$\frac{2}{3} =$$

C. Use multiplication of both numerator and denominator.

$$\frac{4}{6} \xrightarrow{\times 2} \frac{8}{12}$$

$$\frac{2}{3} \xrightarrow{\times 3} \frac{6}{9}$$

$$\frac{5}{10} \xrightarrow{\times 2} \frac{10}{20}$$

$$\frac{4}{5} \xrightarrow{\times 3} \frac{12}{15}$$

D. Use division of both numerator and denominator to make an equivalent fraction.

$$\frac{8}{16} \xrightarrow{\div 2} \frac{4}{8}$$

$$\frac{15}{20} \xrightarrow{\div 5} \frac{3}{4}$$

$$\frac{12}{16} \xrightarrow{\div 2} \frac{3}{4}$$

$$\frac{9}{12} \xrightarrow{\div 3} \frac{3}{4}$$

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Write the fractions in order from the smallest to largest.

1.

$\frac{1}{3}, \frac{1}{2}, \frac{1}{4}$

$\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$

2.

$\frac{1}{8}, \frac{1}{2}, \frac{1}{4}$

3.

$\frac{1}{12}, \frac{1}{16}, \frac{1}{8}$

4.

$\frac{1}{3}, \frac{1}{12}, \frac{1}{4}$

5.

$\frac{1}{16}, \frac{1}{2}, \frac{1}{8}$

6.

$\frac{1}{4}, \frac{1}{3}, \frac{1}{6}$

7.

$\frac{1}{6}, \frac{1}{3}, \frac{1}{16}$

8.

$\frac{1}{2}, \frac{1}{12}, \frac{1}{16}$

NAME: _____ CLASS: _____ DATE: _____

Write the correct symbols $>$ or $<$ in each $\square$.

1.

$$\frac{1}{2} \quad \square \quad \frac{1}{3} \quad \square \quad \frac{1}{4}$$

2.

$$\frac{1}{8} \quad \square \quad \frac{1}{6} \quad \square \quad \frac{1}{5}$$

3.

$$\frac{1}{4} \quad \square \quad \frac{1}{5} \quad \square \quad \frac{1}{6}$$

4.

$$\frac{1}{9} \quad \square \quad \frac{1}{12} \quad \square \quad \frac{1}{16}$$

5.

$$\frac{1}{3} \quad \square \quad \frac{1}{5} \quad \square \quad \frac{1}{7}$$

6.

$$\frac{1}{8} \quad \square \quad \frac{1}{7} \quad \square \quad \frac{1}{6}$$

7.

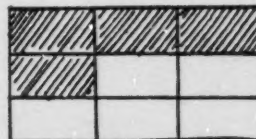
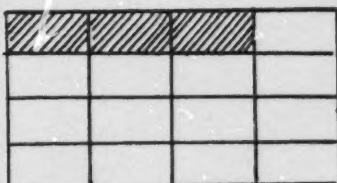
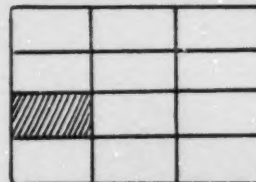
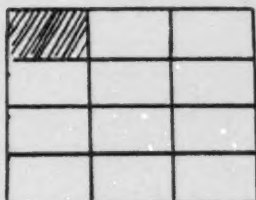
$$\frac{1}{16} \quad \square \quad \frac{1}{9} \quad \square \quad \frac{1}{5}$$

8.

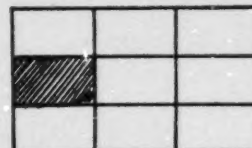
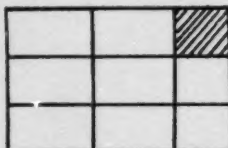
$$\frac{1}{12} \quad \square \quad \frac{1}{10} \quad \square \quad \frac{1}{4}$$

NAME: _____ CLASS: _____ DATE: _____

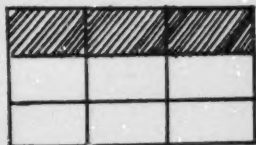
1. What fractional part is shaded?



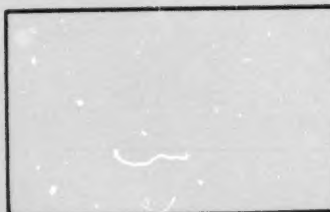
2. a. Which rectangle shows one ninth?



b. Which shows three sixteenths?



3. Can you divide this rectangle into a equal parts? Color 4 parts to show $\frac{4}{9}$.



NAME: _____ CLASS: _____ DATE: _____

4. Divide this line segment into 16 equal parts.
Circle 3 parts out of 16.

0 _____ 0

5. Divide this box of eggs into 12 equal parts.
Circle 5 parts.

0	0	0	0	0	0
0	0	0	0	0	0

NAME: _____ CLASS: _____ DATE: _____

Solve these word problems.

1. How should a birthday cake be cut if 9 children are at a birthday party?
ninths
2. How should a banana be divided if there are 12 monkeys? _____
3. Mother bought some material to make sashes for the girls costumes in a play. 16 girls will be in the play. How will mother cut the material? _____
4. When mother buys eggs; how is the dozen of eggs divided? _____
5. At the pizza party, Wanda's father ordered a large pizza for 16 girls. How should the pizza be divided up? _____
6. Sam is making sheets for a calendar from a large oak tag chart. How should she divide the whole chart to have enough sheets for 1 year? _____
7. Bruce has a ruler with 16 markings between inches. How is the ruler divided up? _____
8. How should the chairs in the auditorium be divided so that there will be 9 rows? _____

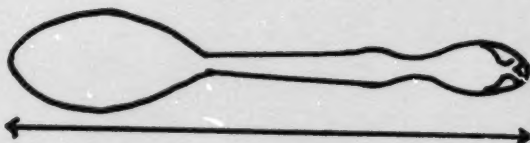
NAME: _____

CLASS: _____

DATE: _____

Write a ✓ on the line next to the measurement that best describes the length of each item. Use your ruler.

1)



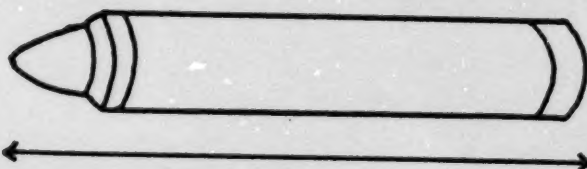
- ☐ 3 inches
☐ $3\frac{1}{8}$ inches
☐ $3\frac{1}{2}$ inches

2)



- ☐ 1 inches
☐ $1\frac{1}{8}$ inches
☐ 2 inches

3)



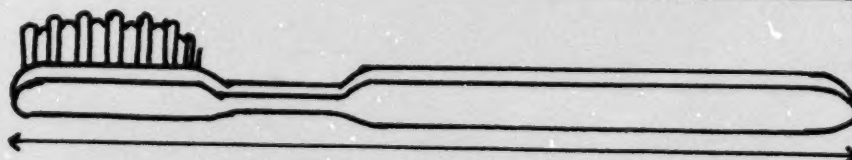
- ☐ 3 inches
☐ $3\frac{1}{8}$ inches
☐ $3\frac{1}{2}$ inches

4)



- ☐ $1\frac{1}{8}$ inches
☐ $2\frac{1}{8}$ inches
☐ $3\frac{1}{8}$ inches

5)



- ☐ $5\frac{1}{8}$ inches
☐ $5\frac{1}{2}$ inches
☐ $6\frac{1}{8}$ inches

NAME: _____ CLASS: _____ DATE: _____

Fill in the blanks with the measurement that best completes each sentence. (Hint: Use each distance only once.)

1 mile	400 miles
55 miles	2 yards
70 miles	20 miles
50 feet	100 yards

1. Henry lives in the house right next to the school. He only has to walk about 50 feet to school every day.
2. The speed limit in New York is _____ per hour.
3. Mr. Gordon got a speeding ticket because he was driving _____ per hour.
4. Ann bought _____ of cloth to make a pair of slacks for herself.
5. Any student who lives more than _____ from the school is entitled to a free bus pass.
6. The length of a football field is _____.
7. The distance from New York City to Niagara Falls, Canada is approximately _____.
8. Mrs. Walker lives on Staten Island. She drives approximately _____ to school every day.

NAME: _____ CLASS: _____ DATE: _____

Complete each chart.

Complete each sentence using the word inches, feet, yards or miles.

I. Complete each chart.

(1.)

FEET	1	2	3	4
INCHES	12			

(2.)

YARDS	1	2	3	4
FEET	3			

(3.)

YARDS	1	2	3	4
INCHES	36			

(4.)

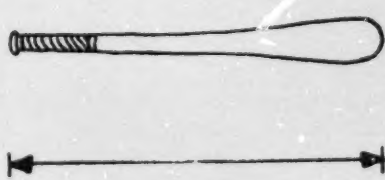
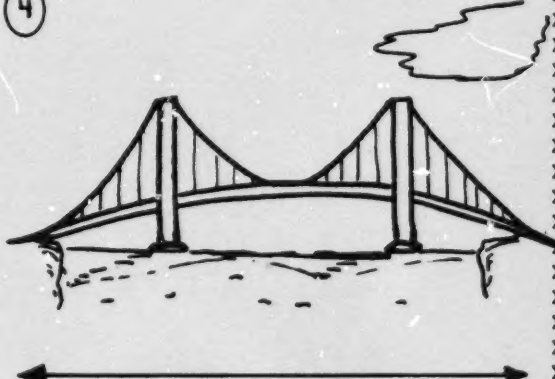
MILES	1		
YARDS	1760		

II.

- The birthday cake is 8 _____ across.
- Our front door is 7 _____ high.
- Mr. Smith is about 2 _____ tall.
- The distance from New York to Florida is about 1000 _____.
- My father drives about 20 _____ to work every day.
- The classroom is about 20 _____ long.
- A mouse is about 3 _____ long.
- A child's foot is about 6 _____ long.
- A football field is 100 _____ long.
- John comes to school by bus because he lives 3 _____ away.
- A bicycle is about 3 _____ long.

NAME: _____ CLASS: _____ DATE: _____

Choose the measurement that best describes the length shown.

①  1 meter 10 meters 1 kilometer	②  50 meters 50 kilometers 5000 kilometers
③  1 meter 10 meters 1 kilometer	④  2 meters 2 kilometers 200 kilometers

NAME: _____ CLASS: _____ DATE: _____

Complete the number chart from 100 to 200. Circle the odd numbers. Place a square around the even numbers.

100	101	102	103	104	105	106	107	108	109
110	111								

Write odd or even next to each addend in the ().

$$6 (\text{even}) + 1 = 7 \quad (\text{odd})$$

$$12 (\quad) + 1 = 13 \quad (\quad)$$

$$26 (\quad) + 1 = \quad (\quad)$$

$$324 (\quad) + 1 = \quad (\quad)$$

$$2,320 (\quad) + 1 = \quad (\quad)$$

$$5,762 (\quad) + 1 = \quad (\quad)$$

NAME: _____ CLASS: _____ DATE: _____

Complete the chart. Draw a circle around odd numbers and a square around even numbers.

+	6	10	5	7	0
3					
4					
2					
1					
8					
10					

Use the chart to complete the sentences.

$$\square + \square = \underline{\hspace{2cm}} \quad \text{even} + \text{even} = \underline{\hspace{2cm}}$$

$$\bigcirc + \bigcirc = \underline{\hspace{2cm}} \quad \text{odd} + \text{odd} = \underline{\hspace{2cm}}$$

$$\square + \bigcirc = \underline{\hspace{2cm}} \quad \text{even} + \text{odd} = \underline{\hspace{2cm}}$$

$$\bigcirc + \square = \underline{\hspace{2cm}} \quad \text{odd} + \text{even} = \underline{\hspace{2cm}}$$

NAME: _____ CLASS: _____ DATE: _____

(1)	$\begin{array}{r} 20 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ - 11 \\ \hline \end{array}$
-----	--	--	--	---

We are subtracting an odd number from an even number. Will our answer be even or odd? _____

Do the examples to check your guess.

Make up your own examples -- does the rule always apply? _____

(2)	$\begin{array}{r} 20 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ - 24 \\ \hline \end{array}$
-----	---	---	--	---

We are subtracting two (2) even numbers. Will your answer be odd or even? _____

Do the examples to check your guess.

Make up your own examples -- does the rule always apply? _____

